

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Outside In-Voyagers-Educational Services

Cohort Total: 14

SPEP ID: 172-T01

Selected Timeframe: Sep.1, 2016-Sep.1, 2017

Date(s) of Interview(s): Jul.17, 2017 & Oct.12, 2017

Lead County & SPEP Team Representatives: Bill Shultz, Allegheny Co. & Shawn Peck, EPISCenter

Person Preparing Report: Michele Howard & Shawn Peck

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (350 character limit)*

Outside In is a nonprofit corporation based in Bolivar, Pennsylvania that provides services for youth and families. Outside In offers a continuum of care that includes both residential and nonresidential services with the goal to interrupt nonproductive behavior patterns and establish successful and positive development in referred youth. Upon entering Outside In, students are placed in one of two residential programs on the campus. The two programs offered at Outside In are Pathway to Recovery and Voyagers. The Voyagers Program is an activity-intensive 36-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Voyagers Program utilizes a cognitive behavioral approach which challenges each student's thinking and behavior patterns in three specific adolescent developmental areas: pro social skills, moral reasoning, and education. The Voyagers Program incorporates a group approach with experience-based learning. The group approach emphasizes pro-social skill building and the experience-based learning provides real-world engagement. Specific activities foster interaction and interdependence between group members while simultaneously developing problem solving ability and personal responsibility. Outside In provides an on-campus, licensed, Private Academic School for all residential clients with year-round educational services. These services include grade level remediation, GED preparation and on-site testing, and Credit Recovery. Coursework is provided by Pennsylvania certified teachers in small group settings. Academic performance is measured on a weekly basis and students accumulate credits toward a High School Diploma and graduation. Outside In's Private Academic School is licensed by the Pennsylvania Department of Education to provide regular education to grades six through twelve, and special education services for Autism/Pervasive Developmental Disorder (PDD), Deaf/Hearing Impaired, Learning Disabled, Mentally Retarded, Socially/Emotionally Disturbed, and Speech/Language Impaired. All curricula are aligned with Pennsylvania State Academic Standards and are adapted as needed for each student based on their individual levels. Each student has a minimum course load of seven classes. Education lessons are individualized according to student need. All special education is coordinated with Ligonier Valley School District. Outside In's Educational Services provides technology for vocational and other educational programming, as well as full access to the Edmentum® program to assist in specialized academic areas, remediation, and credit recovery. Outside In also has an active affiliation with Pennsylvania Academic Career & Technical Training (PACTT) and Office of Vocational Rehabilitation.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Remedial Academic Program

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service type? Job related training

Was the supplemental service provided? No Total Points Possible for this Service Type: 15

Total Points Earned: 10 Total Points Possible: 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training and supervision, and how drift from service delivery is addressed.

Total Points Earned: 20 Total Points Possible: 20

3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received the service. The amount of service is measured by the target amounts of service for the SPEP service categorization. Each SPEP service type has varying amounts of duration and dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2

Points received for Dosage or Number of Hours: 8

Total Points Earned: 10 Total Points Possible: 20

4. **Youth Risk Level:** The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

13 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 10 points

0 youth in the cohort are High or Very High YLS Risk Level for a total of 0 points

Total Points Earned: 10 Total Points Possible: 25

Basic SPEP™ Score: 50 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 63% This percentage compares the service to the same service types found in the research. (eg: individual counseling compared to all other individual counseling services included in the research)

The SPEP and [Performance Improvement](#)

The intended use of the SPEP is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service feedback report, and these recommendations are the focus of the performance improvement plan, a shared responsibility of the service provider and the local juvenile court. The recommendations for this service included in the feedback report are:

Educational Services scored 50 for the Basic Score and a 63% Program Optimization Percentage (POP). It was classified as a Group 2 service; Remedial Academic Program. The quality of service delivery was found to be at a high level. For amount of service, 29% of the youth received the recommended targeted weeks of duration and 93% of the youth received the recommended targeted contact hours for this service type. The risk levels of youth that received this service were 7% low risk, 93% moderate risk, 0% high risk, and 0% as very high risk. This service could continue to improve its capacity for recidivism reduction through:

1. Regarding Quality of Service Delivery:

a. Written Protocol:

- Incorporate written protocols/manuals for this service into one over-arching protocol/manual.
- Ensure that protocols/manuals describe each component of the service.

b. Staff Supervision:

- Include in staff supervision a sign-in line on the existing form for the supervisor of the service to verify that Fidelity and Quality of the treatment services are being documented.

c. Organizational Response to Drift:

- Enhance existing drift policy to include a detailed step-by-step description of how the service is delivered.
- Enhance existing "if-then" approach to describe the action steps to be taken operationally should there be drift in service delivery.
- Develop a documentation process to verify the application of the described steps. This could be implemented during the MDT Meeting and could highlight the duties of specific staff.
- Reference the use of outcome data with the development of the drift policy. This would include the PACTT data, OVR data, weekly grades, and live supervision progress notes.

2. Regarding Amount of Service:

- Improve communication with JPO from referring counties to better match research recommendations for the targeted amount of service.

b. Discuss aftercare options to help with transition after residential treatment:

- Reconsider the "pre-release" option that increases frequency of home passes as youth approach discharge.
- Initiate a transition plan for each student.

3. Regarding Level of Risk:

- Improve communication with JPO from referring counties to better match research recommendations for the Level of Risk.

b. Increase collaboration between juvenile probation and Outside In to consider:

- Each youth's responsivity factors during treatment.
- Appropriate length of stay for each youth.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1

SPEP™ ID and Time: 0172-T02

Agency Name:	Outside In
Program Name:	Voyagers
Service Name:	Educational Services
Cohort Total:	29
Timeframe of Selected Cohort:	Youth that began service on/after Jun. 1, 2020 and ended on/before Aug. 31, 2021
Referral County(s):	Allegheny (8); Bucks (1); Clarion (1); Cumberland (2); Dauphin (2); Erie (3); Lebanon (2); Lehigh (1); Lycoming (2); Montgomery (2); Washington (3); Westmoreland (1); York (1)
Date(s) of Interview(s):	Jan. 29, 2021 & May 20, 2021
Lead County:	Allegheny County Juvenile Probation
Probation Representative(s):	William Shultz, Placement Liaison
EPIS Representative:	Christa Park, SPEP™ Data Manager

Description of Service:

Outside In is a nonprofit corporation based in Westmoreland County that provides services for youth/families. It is licensed by the Department of Health, the PA Department of Human Services, and the PA Department of Education. Outside In is also accredited by the Commission on Accreditation for Rehabilitation Facilities and by the American Camp Association. The agency is a member of the Pennsylvania Council of Children, Youth & Family Services; the Pennsylvania Community Provider's Association; Pennsylvania Academic, Career and Technical Training; and Occupational Vocational Rehabilitation. Outside In offers a continuum of care that includes both residential and community-based services with the goal to empower persons served to live "to the fullest"! The Voyagers Program is an activity-intensive 36-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. It utilizes a cognitive behavioral approach which challenges each student's thinking and behavior patterns in three specific adolescent developmental areas: pro-social skills, moral reasoning and education. It incorporates a group approach with experience-based learning. The group approach emphasizes pro-social skill building, and the experience-based learning provides real-world engagement. Specific activities foster interaction and interdependence between group members while simultaneously developing problem solving ability and personal responsibility. The dynamics of trust, teamwork, stewardship, integrity, communication, service and respect are emphasized. The average length of stay is 4 to 6 months, but can vary from a month to a year or longer. Each student has the opportunity to participate in community service and venturing activities. The Voyagers Program consists of a highly structured milieu that is developmentally appropriate and intrinsically motivating. The milieu challenges each student to evaluate his past behaviors & decisions and to begin imagining new ways of being.

Outside In provides an on-campus, licensed, Private Academic School for all residential clients with year-round educational services. Educational Services include grade level remediation, Special Education, GED preparation & on-site testing, and Credit Recovery. Coursework is provided by Pennsylvania certified teachers in small group settings. Academic performance is measured on a weekly basis; students accumulate credits toward a high school diploma and graduation. Outside In's Private Academic School is licensed by the Pennsylvania Department of Education to provide regular education to grades six through twelve, and special education services for Autism/Pervasive Developmental Disorder (PDD), Deaf/Hearing Impaired, Learning Disabled, Intellectually Disabled, Socially/Emotionally Disturbed, and Speech/Language Impaired. All curricula are aligned with Pennsylvania State Academic Standards and are adapted as needed for each student based on his individual levels. Each student has a minimum course load of seven classes. Education lessons are individualized according to student need. All special education is coordinated with Ligonier Valley School District. Outside In's education services provide technology for vocational and other educational programming, as well as full access to the Edmentum® program to assist in specialized academic areas, remediation, and credit recovery. Outside In also has an active affiliation with Pennsylvania Academic Career & Technical Training (PACTT) and the Office of Vocational Rehabilitation (OVR).

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. **SPEP™ Service Type:** Remedial Academic Program

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service Type? Job Related Training

Was the supplemental service provided? Yes **Total Points Possible for this Service Type:** 15

Total Points Received: 15 **Total Points Possible:** 35

2. **Quality of Service:** Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 20 **Total Points Possible:** 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2
Points received for Contact Hours or Number of Hours: 8

Total Points Received: 10 Total Points Possible: 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

<u>26</u>	youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of youth	<u>10</u>	points
<u>10</u>	in the cohort are High or Very High YLS Risk Level for a total of	<u>10</u>	points

Total Points Received: 20 Total Points Possible: 25

Basic SPEP™ Score: 65 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 81% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

Educational Services received a 65 for the Basic Score and an 81% Program Optimization Percentage. These Basic Scores represent an increase of 15 percentage point(s) from the initial SPEP™ Assessment. These POP Scores represent an increase of 18 percentage point(s) from the initial SPEP™ Assessment. For Amount of Service, 24% of the youth received the recommended targeted weeks of duration and 90% of the youth received the recommended targeted contact hours for this service type. The Risk Levels of Youth admitted to the service were: 10% low risk, 55% moderate risk, and 34% high risk. The current cohort size doubled the total number of youth included in the baseline cohort. The current cohort was also receiving services during the COVID-19 pandemic. There were periods of service interruption (greater than 30 days) which compromised the full opportunity for youth to receive the service.

The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Quality of Service Delivery:
 - a. Written Protocol:
 - i. Enhance current practices (e.g., communication with residential team) regarding inclusion/discussion of the YLS responsivity factors to impact classroom management/service delivery.
 - b. Organizational Response to Drift:
 - i. Develop/Enhance documentation processes to verify the application of the drift policy.
 - ii. Within the drift policy, enhance the existing “if-then” approach to describe the corrective action steps to be taken if service delivery departs from what is intended for both service-specific delivery as well as employee performance delivery.